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ABSTRACT

The symposium was held to publicize the positive efforts which were being undertaken to solve the problems of Spanish-speaking children and to provide a catalyst for the further action that was needed. The problems were explored from various points of view with two questions in mind: "What was being done?" and "What more could be done?" Six areas were covered: the individual classroom, the home and school, community participation, state legislatures, colleges and universities, and the Federal government. Topics discussed included: educational programs in operation; tutorial instruction; outdoor recreation; a summer language institute; bilingual instruction; preschool education; adult education; migratory school and housing programs; ways to involve the community; health services; the relationship between local citizens, boards of education, and state legislatures; the role of colleges and universities; and Federal legislation, i.e., the 1965 Elementary and Secondary Education Act, General Cooperative Research Act, Higher Education Act, National Defense Act). Two other acts which were discussed, a Bilingual American Education Act and a Southwestern Human Development Act, had just been introduced in the Senate. This report presents a "blueprint" of the facts, ideas, suggestions, and proposals discussed during the conference. A 102-item bibliography on various aspects of education for the Spanish-speaking is appended. (NQ)

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THIRD NATIONAL NEA-PR&R CONFERENCE ON CIVIL AND HUMAN RIGHTS IN EDUCATION

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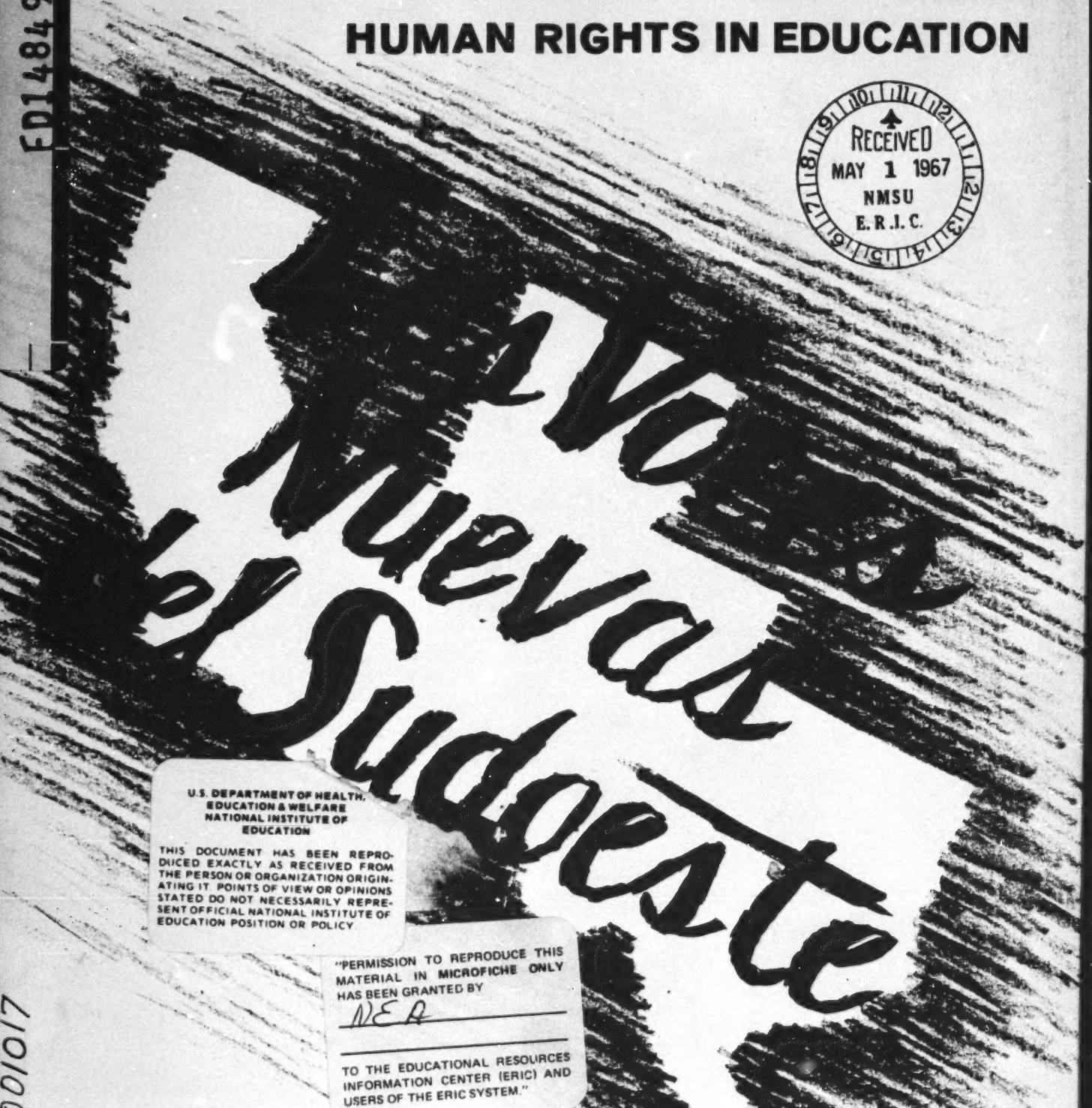

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SYMPOSIUM:

"THE SPANISH-SPEAKING CHILD IN THE SCHOOLS OF THE SOUTHWEST"

Tuscon, Arizona-October 30,31,1966

New Voices of the Southwest

SYMPOSIUM:

"The Spanish-Speaking Child in the Schools of the Southwest"

Tucson, Arizona

October 30–31, 1966

Sponsored by

NATIONAL EDUCATION ASSOCIATION

Committee on Civil and Human Rights of Educators of The Commission on Professional Rights & Responsibilities

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"The most acute educational problem in the Southwest is that which involves Mexican-American children. In the elementary and secondary schools of five states in that region . . . there are approximately 1.75 million children with Spanish surnames. Many of these young people experience academic failure in school. . . . A large percentage become school dropouts.

It is hoped by all associated with the Survey* that this report might stimulate ACTION in the form of programs developed to more appropriately serve Mexican-American children. . . . The provisions of recent federal and state compensatory legislation make it possible for the schools to develop programs for the Spanish-speaking which previously might well have been beyond their financial reach.

To meet the problem fully, however, further legislation and substantially increased appropriations are needed. An extended series of needs could be listed. . . . But the urgent need is for ACTION and innovation in local school districts almost everywhere."

From *The Invisible Minority**

To publicize the positive efforts that are currently being undertaken to solve the problems of Spanish-speaking children and to provide a catalyst for the further action that is needed, NEA and its affiliated state organizations in the five Southwestern states held the Third National PR&R Conference on Civil and Human Rights in Education. At this Symposium, we explored the problems from various points of view with two questions in mind: "What are we doing? What more can be done?"

The following report of the Symposium is not a chronological account of the various sessions; it is a *blueprint for action* in six areas ranging from the individual classroom to the federal government. This blueprint is made up of the facts, ideas, suggestions, and proposals that were presented during this conference. We have not attempted to offer a comprehensive view of all the innovative programs for Spanish-surnamed children now in operation in the Southwest, nor have we tried to exhaust all the exciting new approaches that are being recommended by authorities in the field. We have tried to present the Symposium in a meaningful and constructive manner.

Please note in the section about the federal government (pp. 14 and 15) that since we left Tucson, two Senate bills dealing specifically with the problems of Spanish-speaking children have been introduced by Senators Ralph W. Yarborough and Joseph Montoya, two of the Symposium speakers. By the time this report reaches you, similar bills will have been introduced in the House of Representatives. Your senators and congressmen will, no doubt, appreciate knowing how you feel about this legislation.

We offer this report, not only as a record of what happened in Tucson, but also as a prologue to the action that will render the alarming problems documented in the Tucson Survey obsolete. The work of the Symposium has barely begun. The urgent task—making bilingual programs like those discussed in *The Invisible Minority* the rule rather than the exception—lies before us.

NATHAN E. KULLMAN, JR.
Chairman, PR&R Committee on Civil and Human Rights of Educators

* Report of the NEA-Tucson Survey on the Teaching of Spanish to the Spanish-speaking (Published by NEA's Department of Rural Education). Available through NEA's Publication Sales Section for $1; discounts on quantity orders.)

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Sonó la Camp

THE BELL HAS RUNG, and for the Spanish-speaking children in the schools of our Southwest, the school bell is beginning to have a friendly and welcome sound. Educational programs, emphasizing the unique educational potential of Spanish-surnamed children, have been undertaken. These programs are based on the premise that the child's ability in Spanish should be encouraged and developed into a learning resource. Throughout the Southwestern states this premise is being applied in numerous ways—the two most widespread programs being the companion approaches of "Spanish for the Spanish Speaking" and "English as a Second Language."

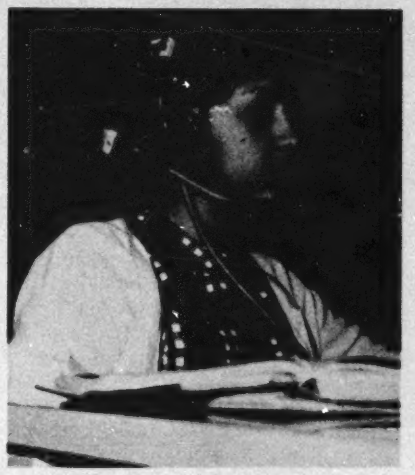
THE TEACHING OF SPANISH TO THE SPANISH-SPEAKING CHILD is the title of the program at *Pecos Elementary School, Pecos, New Mexico.* This program was presented to the Symposium by one of its teachers, Mrs. Olivia Pincheira: "This is a Western States Small Schools Project funded by the Ford Foundation. All of the children from the first through the sixth grades are taught in Spanish for 30 minutes every day. Listening, speaking, reading, and writing are daily activities in each class. Basic readers, reference books, newspapers, and magazines are used for reading materials. We are pleased with the progress thus far, and the children and the people of the community are quite interested and proud."

Ernest Roybal, from *Minnequal Elementary School* in *Pueblo, Colorado,* is another teacher of Spanish to Spanish-surnamed children who addressed the Symposium. He stressed the cultural importance of such a program. "About three or four schools in the system are teaching Spanish to Spanish-surnamed children so that they will realize their importance, and it has worked. The children feel good about themselves; they are going to study more.

Other elementary schools which have programs of "Spanish for the Spanish-Speaking" are the *West Las Vegas Schools, Las Vegas, New Mexico; Anaheim City School* in *California;* and *Teneya School* in *Merced, California.*

The presence of alumni from *Phoenix Union High School* in *Phoenix, Arizona,* demonstrated the effectiveness of secondary programs that give Spanish-speaking students the opportunity of studying in their own language.

Brawley Union High School in *Brawley, California,* also has a four-year program for Spanish-speaking students taught entirely in their vernacular.



(1)

LANGUAGE LABORATORIES have been set up in many schools to help students overcome the handicap of a non-English home environment. Here the students are given the opportunity to develop English facility through the use of special audiovisual devices.

Ernest Roybal

Mrs. Olivia Pincheira

Joseph Villarino

ENGLISH AS A SECOND LANGUAGE

Programs based on the principles of descriptive linguistics are beginning to prove that there is a better way of teaching English to children who do not speak it natively. Joseph Villarino from *Brawley Union High School, Brawley, California,* told the Symposium about the course he teaches. "The students were very, very eager to start this course. I believe from the results that I taught a lot of English, and believe me, I learned a lot also. What we have in operation is an audiolingual approach and the students love it." *San Manuel High School* in *San Manuel, Arizona,* is completing its third year of teaching English as a second language.

This approach to teaching English has, in fact, been applied at all levels of education. It is used at the elementary level in Los Angeles, California, and in Tucson, Arizona. *Wakefield Junior High School* in *Tucson* also uses the linguistic approach to the teaching of English as a second language. At *Fort Lewis College* in *Colorado,* this method is used to teach English to foreign students and U.S. citizens of Spanish and Indian extraction.

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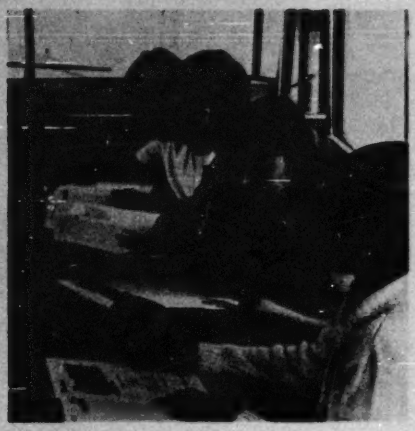


(2)

In Redwood City, California, Spanish-speaking children attend language classes in this mobile bus.

MASTERY OF ENGLISH FOR SPANISH-SPEAKING STUDENTS is the goal of "Spanish X." James Burton, supervisor of curriculum in the *El Paso, Texas, Public Schools,* developed this senior-level linguistics course, "designed to give the student an automatic, instinctive, workable, comprehensive grasp of the English vernacular." In outlining "Spanish X" for the Symposium, Mr. Burton said of the student who emerges from this course, "The dominant culture no longer has any particular mysteries for him."

James Burton

(3)

BILINGUAL INSTRUCTION THROUGHOUT THE CURRICULUM is being implemented in schools which have recognized the presence of Spanish-speaking students as an educational asset. In Texas, children in certain primary grades of *San Antonio's Independent School District* are taught math, art, and social studies in both Spanish and English.

The children at *Nye, Johnson,* and *Cactus Elementary Schools* in *Laredo, Texas,* are also given bilingual instruction. In assessing this program, Harold C. Brantley, superintendent of Laredo's Independent School District, said: "We wanted children of both Anglo and Hispano background in the same classroom. These children spent approximately 50 per cent of their time in English-speaking experiences and 50 per cent in Spanish-speaking activities. We have been able to see that the child who comes from the Spanish cultural and language background is definitely happier in school. In addition, we have been able to observe that the native English-speaker and his parents not only have accepted this new program, but are excited about what it can do for the English-speaking child."

TUTORIAL INSTRUCTION programs are enabling many Spanish-speaking students to surmount language barriers. *Tully Elementary School* in *Tucson, Arizona,* has a Language Development Room where students are given special instruction and individual attention. *Teneya Elementary School* in *Merced, California,* has a tutorial and study center where students can come to study or receive instruction outside of school hours.

William deSimone

OUTDOOR RECREATION AND A SUMMER LANGUAGE INSTITUTE are usually classified as extracurricular activities. Yet these programs which William deSimone from *Merced, California,* described for the Symposium are part of *Teneya Elementary School's* regular course of study for Spanish-speaking children. "This summer we had a six-block program—one block at a time. The students had reading-art, outdoor education, creative writing, general culture, library, and drama; and they rotated from room to room for one week. It's a very well-structured summer school with specialized teachers in each block. We also have separate outdoor education for these children who would otherwise never have this environment change. They go up to Yosemite for a week as part of our regular curriculum."

"WE HAVE BEEN MOVING FORWARD BUT THE PURPOSE OF THIS SEMINAR IS...

. . . TO ACCELERATE OUR PROGRESS."

Dr. Herschel T. Manuel

CONTINUE EMPHASIS ON ENGLISH IN PREPARATION FOR FULL PARTICIPATION IN THE COMMUNITY AT LARGE, giving earlier and more extensive experiences with English in interesting activities so that children may learn English, not only through reading, but also through the oral-aural method.

Experiments should be conducted to find more effective ways of using tapes and other mechanical aids.*

THE MEMBERS OF THE MISANTHROPE CITY COUNCIL decided to take a good look at the problem and at themselves. "Perhaps they should be thinking about different ways to operate in the different social milieu of the twenty-first century." This imaginary city council was the creation of Mrs. Marie Esman Barker of the Applied Research Language Center, El Paso, Texas, Public Schools. However, the problems facing the Misanthrope City Council and the Misesteemed in the mythical land of Miscellanea were very real to the participants who listened to her allegory.

Mrs. Marie Esman Barker

VALID INSTRUMENTS FOR TESTING SPANISH-SURNAMED CHILDREN should be developed so that administrators, counselors, and testing personnel can make accurate assessments of the potential of these children.

COMPELLING REASONS FOR USING SPANISH AS A MEDIUM OF INSTRUCTION:

1. Unless it is so used, there is a great likelihood of destroying the potentially strong, mutually reinforcing home-school relationship.
2. If the all-powerful school rejects the child's mother tongue—the verbal externalization and manifestation of the self—it causes damage from which the child is very often unable to recover. His vision of himself is blurred.
3. If the school does not give the child curriculum-wide literacy in his mother tongue, it will be practically useless for any technical or professional work where language matters. Thus, his single potential advantage—competency in two languages—is destroyed.
4. To the extent that the Spanish-speaking child does not know as much English as his Anglo peers, he will learn less through English than they will and to that extent he will be retarded. Yet he could learn readily through his mother tongue and not get behind.
5. For the monolingual, English-speaking child bilingual schooling begun in grade one offers an extraordinary advantage: naturally acquired competence in the new language that can never be matched in the later years. He can expect, by grade six, to be able to learn equally well through either language, with no loss in school achievement.

Dr. A. Bruce Gaarder
U.S. Office of Education

DEVELOPMENT OF THE HOME LANGUAGE OF THE SPANISH-SPEAKING CHILD should begin with the first enrollment in school and continue through the grades. (Even if we begin in the fourth grade, that is too late.) If teaching Spanish means a longer day and additional personnel, schools must be prepared to pay that price.

Mrs. Rosita Cota

"THE POTENTIAL OF THE SPANISH-SPEAKING CHILD will die unless it is nurtured in the elementary years," remarked Mrs. Rosita Cota, an elementary teacher from Tucson, Arizona. Mrs. Cota, a member of the Tucson Survey Committee, spoke briefly to the Symposium about a project she had helped design for the teaching of Spanish in Tucson's elementary schools.

(4)

EXTEND EDUCATION DOWNWARD to include the five-year-old and, at least for disadvantaged children, the four-year-old—possibly even the three-year-old. Beginning at this age, we may hope to develop the child's native language, and at the same time, prepare him for more normal progress with English-speaking children, at the age when reading is commonly taught.

* The recommendations on this page are extracted from the formal presentations of Dr. Herschel T. Manuel of the University of Texas and Juan A. Rosales, councilman and educator from Pueblo, Colorado, and the written suggestions of numerous other participants.

"We must develop better relationships between . . .

. . . the home and school."

Juan A. Rosales

Marcus deLeon

"UNTIL THE COMMUNITIES WHICH SUPPORT THESE SCHOOLS BECOME AROUSED, our concern may be interred in a report that this conference was held, and all our deathless words embalmed in a print of the proceedings," declared Mrs. Irvin E. Hendryson, first vice-president, National Congress of Parents and Teachers, Denver, Colorado.

Continuing, Mrs. Hendryson also said that because it is the largest voluntary organization devoted to education, the P.T.A. is potentially the greatest ally of the Spanish-speaking child in creating dynamic concern.

Mrs. Irvin E. Hendryson

"THE SPANISH-SPEAKING ADULT is having difficulty understanding the power structure that he calls the schools," asserted Marcus deLeon, school-community worker from Los Angeles. "Obviously, we have to modify the philosophy of how to bring the parents into the schools.

"The P.T.A. that is part of the power structure is never going to touch the Spanish-speaking community, because those parents will not come to the P.T.A. Our parents are usually out working, including the mother, or the mother may have five or six children. The P.T.A.'s in our schools are worried about who's going to bring the cookies and who's going to bring the *servilletas*. The only ones who will come to those meetings are the ones who belong to the middle class.

"Fundamentally speaking, I would say we have to get rid of the P.T.A. concept. If we have to hold meetings at night, hold them at night. If those meetings have to be held in Spanish, hold them in Spanish."

"AND YET, THE P.T.A. IS LIKE THE SPANISH-SPEAKING CHILD in two ways: We're victims of stereotyping, and our enormous potential is not realized either. Like all stereotypes, that of 'cookie pushers' fits only some of our P.T.A.'s." Mrs. Hendryson pointed out that one of the stated objectives of the national congress is "to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education." She said that the P.T.A. is currently operating under an action program which includes increasing finances for education; equalizing educational opportunity, providing education and continuing re-education for adults; and extending and strengthening community services.

"We also have another national program that is related to this conference. For some years, I was chairman of a committee called the National Interest and Foreign Languages; and we tried to promote bilingual programs in those cities where they were appropriate and also to promote the teaching of foreign languages in the elementary school.

Harold C. Brantley

"If the units in your communities don't undertake the necessary projects which are defined as P.T.A. business by the representative national board, there may be several reasons. Many local units are interested only in the children in their own school. Sometimes our own lines of communication fail to carry the message on our annual leadership training efforts." Another reason suggested by Mrs. Hendryson was that the P.T.A. policy of noninterference in school administration was sometimes used as an excuse for ignorance of school problems.

"THE EDUCATIONAL PROGRAM IS THE RESPONSIBILITY OF THE PEOPLE IN THE COMMUNITY; part of our job is to creat a community environment that is ripe for bilingualism," said Harold Brantley, superintendent, United Consolidated Public Schools, Laredo, Texas.

In addressing the Symposium, Mr. Brantley discussed essential steps in preparation for a program of bilingualism. These included analysis of school population and current educational programs; orientation for teachers; having experts such as Dr. Andersson, Dr. Gaarder, and Dr. Manuel speak before the faculty, school board, and community groups; and consideration of scheduling problems and increased costs.

Concerning cost, Mr. Brantley said, "If the program is more expensive, you have a right to expect greater dividends. We feel that a bilingual program definitely pays big dividends to both English- and Spanish-speaking children. The class moves at a much faster pace since Mary Louise doesn't have to wait on Juan to figure out what's going on in the classroom; Juan not only knows what's going on, but he's contributing to what's going on."

"WHILE WORKING TOWARD BILINGUALISM FOR TOMORROW...

(5)

...WE MUST DEAL WITH THE SERIOUS PROBLEMS IN THE WORLD OF TODAY."

Lewis Ruybalid

(8)

CHALLENGING PROGRAMS FOR OLDER CHILDREN AND YOUNG ADULTS can offer Spanish-surnamed youth an opportunity to overcome the disadvantages of their early years.

The Denver Public Schools are conducting a Youth Motivation Program for Spanish-speaking children. Through this project, which has been funded by the Office of Economic Opportunity, the schools are attempting to help these young people set higher goals, establish identity, and take a more active part in school activity.

"Arizona has been cited by the U.S. Department of Labor for its National Youth Corps program," announced Governor Samuel Goddard. "We have been able to reduce juvenile delinquency by staggering amounts; in one county in Arizona, we reduced it by 90 per cent in one summer."

(7)

ADULT EDUCATION has brought about impressive results in Arizona. "The greatest thrill I've had since I was governor was to participate in the high school graduation ceremonies for adults in Guadalupé," declared Governor Goddard. "These adults were just the exemplification of a people who had been helped to pull themselves up by their own bootstraps."

The Office of Economic Opportunity had made it possible for the Guadalupé Organization to conduct adult education classes at the beginning, intermediate, and high school levels and to set up a credit union. "The people of Guadalupé now feel they have a stake in our society." They have successfully demanded part-time sheriff services, paved streets, and sewage facilities; and over 1,000 of them are registered voters.

In Nogales, Arizona, ten large adult education classes were filled, yet there remained 150 people on the waiting list, reported Mrs. Sarah Folsom, state superintendent of public instruction. She also said, "American Indian adults have crowded into our schoolhouses, staying four hours of an evening."

FOR THE SPANISH-SURNAMED CHILD, PRE-SCHOOL EDUCATION has particular significance.

Some people in Texas consider the Little School of the 400 as the forerunner of the national Head Start program. This idea suggested by the League of United Latin American Citizens was put into practice when the State of Texas embarked on its program to prepare non-English-speaking children for entry into the first grade by enabling them to develop a command of 400 basic English words.

Governor Samuel Goddard of Arizona reported that his state has also been cited by the Labor Department for its Head Start program.

William deSimone said that the preschool program in Merced, California, is very successful and that there is a very long list of children who are waiting to get into the program.

"OUR FOCUS MUST BE ON THE WHOLE CHILD," urged Lewis Ruybalid, Arizona-Nevada area-coordinator, Office of Economic Opportunity. "Our hope for success lies in the educability of the individual who is limited by factors in his environment. To overcome the deleterious effects of cultural disparity, unfavorable peer group experiences, and poor home conditions, the Spanish-speaking child needs the same kind of education that other children need, but he needs more of it.

"It is here that Project Head Start—originally designed for 100,000 children and now broadened to include 1,000,000—is giving the low-income children the pre-school experience that you have been talking about. Scientific testing has shown marked improvement in the children's self-confidence, self-reliance, and ability to relate to the group. The small classes with individual attention from experienced and interested teachers have resulted in a year's progress in two months."

(8) 8

	FAMILIES WITH INCOMES UNDER $3,000		LESS THAN 8 YEARS OF SCHOOL	
	General Population	White Spanish Surname Population	General Population	White Spanish Surname Population
Arizona	21.3%	30.8%	19.8%	52.3%
California	14.1	19.1	13.5	37.9
Colorado	18.3	35.0	13.0	55.0
New Mexico	24.4	41.5	23.5	50.3
Texas	32.5	51.6	29.8	71.3
Southwest	21.0	34.8	19.3	52.9

"THE CORRELATION BETWEEN LOW INCOME AND LOW EDUCATION IS .67. Whether poverty came first or whether it was low educational achievement which came first is really irrelevant—the truth is that many Americans with Spanish surnames have been the quiet possessors of both for many years." This data was presented to the Symposium by Joseph Bernal, Texas state senator.

(8)

"UNTIL WE CAN BREAK THE CHAINS OF POVERTY which enslave children, the achievement of many will continue to lag behind the possibilities which were theirs when they were newborn. Let us cultivate in the school and in the community the concept of a united community in which every person participates freely and effectively for the common good, with equal rights and responsibilities for all."

Dr. Herschel T. Manuel

"THE SCHOOL DOES NOT EXIST IN A VACUUM," asserted Lewis Ruybalid. "We can make all the improvements within the confines of the school, but when the children leave the school grounds, they are thrust into the competitive whirlpool of our society which is still not ready to give every individual his due.

"Education should be seen as a comprehensive endeavor embracing every aspect of interpersonal relationship between the Spanish-speaking child and his society.

"WE ARE ALARMED BY THE HEALTH STATISTICS which show that 70 per cent of the children in the Head Start program are receiving their first medical and dental examinations, and 60 per cent of them have no immunization against measles," reported Mr. Ruybalid. "This is where we must bring to bear the state departments of health, education, welfare, and employment."

Mr. Ruybalid also expressed concern about the many people who need the services of these departments but are declared ineligible; and he said that this problem can be solved only at the local level. "It is the educated people who must make the state programs really functional so that these state resources are available to all citizens on an equitable level."

"THE MIGRATORY SCHOOL AND HOUSING PROGRAM in Merced, California, is extremely successful," reported William deSimone. "Three centers have been set up in Merced County to provide housing, health care, and education for all members of the family. The families live in temporary huts, for which they pay fifty cents a day; meals cost from fifty to seventy cents. In the camps are schools with full-time instructors and many aides. The facilities include showers and laundries, complete with washers and dryers. The families are very proud to live there.

"Merced's remarkable program is the result of effective three-way cooperation between the county health department, the county schools' office, and the housing authority. There's just one problem: the program's supposed to be from June to November, but even though they're migratory people, the families just don't want to leave."

The migratory school program in Texas makes it possible for the children who are able to attend school for only six months to receive the same number of hours of instruction as the children who spend nine months in school.

(10)

"To solve a problem much bigger than the schools can handle . . .

. . . Educators Must Invite Community Participation."

"THE SCHOOL MUST MOVE OUT INTO THE COMMUNITY and teachers must take an interest in the grassroots movements that are beginning to involve more and more of our poverty groups in planning and participating in the decision-making process. The Office of Economic Opportunity, which I represent, has a deep concern in how we can make our programs effective in reaching to the local community at the grassroots level," said Lewis Ruybalid.

Lewis Ruybalid

"THE STATES AND COMMUNITIES MUST REALLY IMPLEMENT THE EDUCATION PROGRAMS of our country," Mr. Ruybalid continued. "We are allied with our state offices of economic opportunity, which help us to make effective the programs that are funded. It is their role to help us make a reality of the most important feature of the Economic Opportunity Act, the maximum feasible participation of the poor. It is here at the keystone of our success where we have encountered some of our most difficult problems.

"As the two historical, billion-dollar federal acts on education and economic opportunity begin to be implemented, we encounter resistance on the part of the schools to make realistic efforts of coordination with Community Action agencies. The schools have failed to involve the poor on advisory committees. Because of the great failure of our program for parent participation in Project Head Start, many of the programs may have to be closed."

"TAKE THE P.T.A. OUT OF THE SCHOOLS AND PUT IT IN THE COMMUNITY," urged Marcus deLeon. "Obviously, we have to modify our philosophy of how to bring parents into the schools. We have to develop a corps of individuals who can go out into the community, sit down with the mothers, sit down with the fathers, drink coffee with the old man in the evening, take the old man down to Joe's Bar and sit down and hold a P.T.A. meeting there. We have to organize fathers' clubs and mothers' clubs in the homes in whatever way we are able to organize these clubs.

"As I've told probation officers, sociologists, and other authorities," Mr. deLeon continued, "there is leadership in the Spanish community. There are Doña Fulana and Doña Zutana who are leaders on every block. Divide your area into districts and blocks and organize those blocks into parent groups. Be able to go in there and speak their language—and by their language, I mean Spanish. Be able to become part of them."

Mr. deLeon said that when the P.T.A. had become part of the community, it could then be brought back into the schools.

"WE TOOK ADVANTAGE OF EVERY PARENT-TEACHER ASSOCIATION MEETING to thoroughly explain the program and what would be expected of these children who were to be involved in such a program. In addition, we called special meetings in different parts of the school district for the expressed purpose of explaining to these parents how the program would work and how it would affect their children," said Harold Brantley in relating how Laredo's United Consolidated School District introduced its program of bilingual instruction.

"WE MUST ENLIST THE WILLING ENERGIES OF THE VOLUNTARY ORGANIZATIONS TO CREATE THE COMMUNITY'S EDUCATIONAL CLIMATE if there is to be a group of informed laymen who will assume leadership in making the schools as good as they must be," declared Mrs. Hendryson.

She continued by saying, "The most inactive or piddling P.T.A. units that fit the uninspiring stereotype are suffering from a lack of guidance and appreciation by the administrators. I've almost never met an administrator who did not pay lip service to the high regard he holds for his P.T.A.; and, yet at the same time, they continue to hold the lowest expectations for their P.T.A. units—to channel their concern and energies into money-raising projects and entertainment instead of presenting to them an important problem like the one that is the subject of this conference—a problem that affects us all.

"If you find, as some administrators claim, that the P.T.A. is composed of trouble makers and you don't want to have anything to do with it, then I urge you to enlist some of the other voluntary organizations which have an interest in education, such as the League of Women Voters, the AAUW, and the innumerable men's service clubs; because you need public understanding and the climate must be favorable.

"You have fired a shot which could be heard 'round the nation with your powerful and fascinating report and with this conference; but I remind you that it will reverberate only within the school walls unless you fire it where there are the armies of interested laymen whose ears are attunted to listen and who will be galvanized into constructive action by the sound."

Cornelius E. Gisriel, Chairman, NEA Commission on Professional Rights and Responsibilities

"IN DEALING WITH VOCATIONAL TRAINING AND JOBS, the school must make enormous efforts to keep ahead of changing vocational opportunities; education must help to alert the nation to the urgency of providing an expanding economy which has room for the talent and abilities of every individual," said Lewis Ruybalid.

"THE DAY OF THE IVORY TOWER IS OVER AND WE CAN NO LONGER RETREAT TO OUR BOOKS and say, 'As long as I do a good job of teaching the child, I have done my part,'" declared Lewis Ruybalid in stressing the need for a community concept in the education of the Spanish-surnamed child.

"Thousands of teachers now on the job will be engaged in projects funded by federal aid to help disadvantaged students. If they resort to the same techniques which have failed before and if they maintain the same attitudes which, in many cases, have alienated the youngsters from school, we have failed them. Moreover, there is the likelihood that school programs which did not equip teachers to understand how to motivate the disadvantaged students will face the loss of funds through cancellation of the projects, for each district's activity will be evaluated by the state department of education.

(11)

"There will never be enough money or paid personnel for schools to supply the tutoring, the field trips, and the countless valuable services which volunteers can render. The participation of such volunteers, particularly from the minority groups, helps to show that people care and gives the children models to emulate. If the schools do not welcome volunteer and community participation, they are likely to be severely criticized by community groups who learn how successful other districts are finding the services of such participants."

"IN CITIES HAVING A LARGE SPANISH-SURNAMED POPULATION, a specialist (preferably Spanish speaking) should be appointed to study the various problems which tend to widen the gap between the dominant group in the community and the Spanish-speaking citizens." This was one of the recommendations presented to the Symposium by Juan A. Rosales, city councilman and educator from Pueblo, Colorado.

Mr. Rosales also recommended a number of other actions that should be taken by local school districts to improve the education of Spanish-speaking children. "Guidance personnel should be trained to recognize the needs of Spanish-surnamed children. If possible, one counselor of Spanish-speaking background should be assigned to each junior high school and high school in the school district. An attempt should be made by local school boards to secure teachers who have been trained in college for teaching in a bicultural (not necessarily bilingual) situation. An effort should be made to assign teachers in elementary grades who have studied a foreign language (not only Spanish), since these teachers would more readily understand errors in pronunciation which are a carryover from the Spanish language.

Federal funds should be used to conduct research in areas where large numbers of Spanish-surnamed students reside, so that measures may be taken by the school district to help alleviate these problems in the schools, as well as in the community. Research should also be undertaken to determine those Spanish-speaking students who constitute the academically gifted and to determine why they have succeeded, so that steps may be taken to set up a program to help those who have potential but whose performance and achievement are not as great. The school board should be informed of the different federal funds which are available so that the necessary equipment and teaching materials can be obtained.

Juan A. Rosales

"A sound working partnership

has to exist between local citizens

local boards of education, and . . .

...State Legislatures."

Joseph Bernal

Eugene Gonzales

"SPANISH AS A SECOND LANGUAGE HAS BEEN AN OBJECTIVE OF OUR STATE DEPARTMENT OF EDUCATION since I've been superintendent, declared Mrs. Sarah Folsom, Arizona's state superintendent of public instruction. Mrs. Folsom cited several other examples of Arizona's interest in bilingualism and the education of Spanish-speaking children. "Our state has a Spanish-speaking consultant in modern language." She also said that her department has joined members of the state legislature in a determined effort to establish state-supported kindergartens. She reported that the department of public instruction was urging local districts to give emphasis to vocational education.

During the meeting of Arizona's state delegation to the Symposium, it was pointed out that the state has the 20-year-old Arizona Bilingual Council, and it was suggested that Arizonians could learn more about bilingual and bicultural programs through membership in the council.

Mrs. Sarah Folsom

Miss Maria Urquides, Chairman, NEA-Tucson Survey, and Dr. Miguel Montes

THE IMPORTANCE OF STATE BOARDS OF EDUCATION was underscored by Dr. Miguel Montes, a member of California's state board of education. Dr. Montes urged those concerned about the education of Spanish-surnamed children to make their views known to local and state boards. He pointed out that state boards have a great deal of control over school finances and textbook adoption. He also said that most of the textbooks adopted by state boards ignore the Mexican-Americans. However, Dr. Montes and other members of California's state board are working to correct this; the Hispanic tradition of the Southwest is now being presented in California's textbooks.

ACCOMPLISHMENTS OF CALIFORNIA'S STATE DEPARTMENT OF EDUCATION IN THE TEACHING OF SPANISH SPEAKERS were enumerated for the Symposium by Eugene Gonzales, California's assistant state superintendent of public instruction. There is an exchange of ideas and instructional materials through the education ministry of Mexico, and experiments are being conducted in the use of Mexican textbooks for students who have come directly from Mexico.

Under Title III, one district has initiated classroom instruction in Spanish in order to develop abilities which can be used effectively in a transition to English. "Three Elementary and Secondary Education Act projects have been approved by the state board of education. These are a Mexican-American curriculum development project, basic education for Spanish-surnamed adults, and migrant education."

A monthly television program in Spanish informs Spanish-speaking people throughout the state about educational matters of particular concern to them. Mexican-Americans are being placed in positions of educational authority and Spanish speakers are being sought to serve on numerous committees and commissions in California.

A PROPOSAL FOR A STATE-LEVEL CONFERENCE IN TEXAS grew out of the group meeting of Texans attending the Symposium, reported Mrs. Marie Esman Barker. At this meeting "we would have specific descriptions of activities and programs going on in the state, techniques, materials, etc.

"A committee was organized to work with Mr. Noah Lee, NEA representative in Dallas. Selected as chairman of this committee was Mr. Joe Bernal—serving with him will be Dr. Joseph Cardenas and Mr. Nick Garza. They are to contact and work with the Texas Education Agency and also try to involve as many as possible of the following organizations in the state: Texas State Teachers Association, Texas Classroom Teachers Association, Inter-American Educational Center, Small School Districts Association, and the Southwest Regional Laboratory.

Senator Joseph Montoya (center) with other New Mexicans

THE NEW MEXICO GROUP DECIDED THAT A FOLLOW-UP CONFERENCE would be held by the New Mexico Education Association in cooperation with the state department of education.

That conference will explore ways and means of establishing good programs in bilingual education.

The New Mexico group expressed the feeling that the conference was very successful and that many worthwhile things were discussed; however, they said they were sorry that there was not more time given to the description of existing programs for bilingual children.

CALIFORNIA DECIDED THAT THERE NEEDED TO BE A STATE FOLLOW-UP MEETING to this one. ATA and CTA, who have agreed to host such a meeting, will start by having planning meetings both in the North and the South which will also include representatives from AAME, LULAC, CSBA, and others. The follow-up meeting will have as wide a representation as possible.

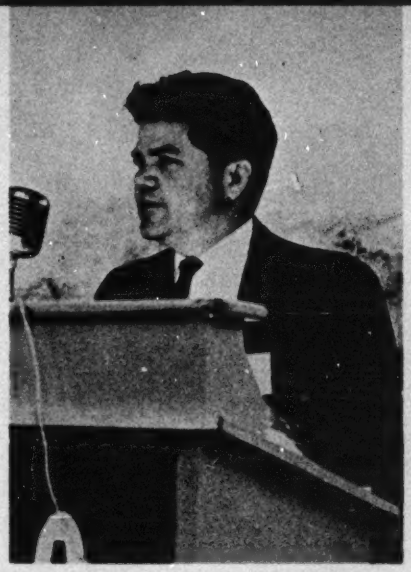
Several other statements from the California group were presented: "Representatives from our local CTA organizations said specific problems must be identified and acted upon at the local level. During our meeting, we learned that the state department of education is going to have a meeting on the Spanish-speaking child this spring."

"All of the existing programs and material should be brought together. We feel, in California, that there are many good programs going on that were not touched upon in this conference. In addition to the language problems, there are many other concerns: What are we doing with our Title II monies and libraries? What's happening with our Neighborhood Youth Corps experimental programs and our pre-schools? What changes are being developed in curriculum materials? There needs to be a five-state task force established to carry on the work of this Symposium."

"WE MUST LOOK TO FURTHER CONSOLIDATION OF SCHOOL DISTRICTS," said Joseph Bernal, Texas state senator. He pointed out that in Texas consolidation of poor and wealthy school districts has begun; the state's total number of school districts has been reduced from 4,500 to 1,300 since 1949.

Speaking before the Symposium on "The Role of the State," Mr. Bernal made several other recommendations. "We must look to the creation and support of technical and vocational programs. We must see that college work-study programs reach ALL of the disadvantaged and that colleges in the Southwest ask for direct government grants to provide higher education for capable, disadvantaged Mexican-American youth so that they can serve as examples of success and leadership among people who need to see success and leadership among their own. We must provide a forum to discuss the federal education acts so as to plan better how to utilize the programs which can best suit our local needs.

"We have to provide for adequate remedial work for students with academic deficiencies who have been passed under automatic promotion procedures and who are incapable of functioning satisfactorily at the grade level to which they have been promoted. We need a diagnostic center to assist local school systems so that bilingual children can be adequately tested and individual learning problems can be identified.



Joseph Bernal, Texas State Senator

UNDER THE AUSPICES OF THE COLORADO EDUCATION ASSOCIATION, WE WILL HAVE A STEERING COMMITTEE MEETING. The forthcoming meeting will be held for the following purposes: "(1) to survey present programs operating in Colorado; (2) to determine source people from college personnel, the state department of education, related federal agencies, and public and parochial school personnel; (3) to initiate plans and procedures for a statewide conference on the improvement of instruction for the Spanish-surnamed children in Colorado."

"Throughout the Southwestern states . . .

. . . our Colleges and Universities must intensify their mobilization of talent."

Lewis Ruybalid

"THE PROBLEM OF RECRUITING TEACHERS FOR SPANISH-SPEAKING CHILDREN is part of the general problem of providing an adequate and competent staff for public and private schools," said Dr. Herschel T. Manuel of the University of Texas. "The shortage of qualified personnel suggests two remedial measures: (1) The provision of help in the schoolroom for routine jobs and for such instructional activities as can be carried on by untrained and partially trained assistants under supervision. (2) Making teaching a more attractive profession.

"One can easily think of four ways to make teaching more attractive: (1) By raising salaries to make them competitive with the salaries of other occupations. (2) By providing good working conditions in school plant, equipment, educational materials, etc. (3) By assigning teachers a reasonable working load. (4) By improving the concept of the teacher as a member of a learned profession."

"IT IS EASIER FOR A NATIVE SPEAKER OF SPANISH TO LEARN HOW TO TEACH, than it is for a skillful English-speaking classroom teacher to acquire a real mastery of Spanish; for this reason, it is preferable to seek and train teachers who have already acquired an authentic oral control of Spanish," declared Dr. Theodore Andersson of the University of Texas.

FOR RECRUITING SPANISH-SPEAKING TEACHERS, Dr. Andersson, whose picture appears on the right, suggested the following procedures:

"(1) Identify as early as possible Spanish-speaking children who show promise and encourage them to think of teaching as a career. (2) Survey present teaching staffs for native Spanish speakers who might be interested in teaching in bilingual programs. (3) Organize workshops in school systems and universities to convert native speakers into qualified language teachers. (4) Create special teacher training programs in universities to prepare promising native speakers to teach Spanish. (5) Develop inter-American programs for the exchange of teachers. (6) Under careful controls, admit from Spanish-speaking countries a limited number of well-educated and carefully selected immigrants interested in becoming Spanish teachers."

Dr. Theodore Andersson

Copies of the speeches given by Dr. Manuel, Dr. Andersson, and Mr. Guerrero can be obtained from the NEA-PR&R Commission.

"COLLEGES AND UNIVERSITIES MUST BE PREPARED TO OFFER SPECIAL TRAINING PROGRAMS FOR PROSPECTIVE TEACHERS OF THE SPANISH-SPEAKING CHILD," declared Adalberto Guerrero, from the University of Arizona and Pueblo High School. Mr. Guerrero said that this special training should include: (1) Studies in anthropology and sociology to further the teacher's knowledge and understanding of intercultural problems. (2) Field studies to acquaint prospective teachers with projects such as those designed to help children of migrant workers, Head Start, etc.

"(3) Academic courses of which linguistic and Spanish dialects of the Southwest and Mexico would be a prominent part. (4) A special methods course which would survey traditional methods of teaching a second language, the audio-lingual approach in foreign language teaching and would be concerned with defining the special problems of the Spanish-speaking group. (5) Exchange programs with Mexico, such as those sponsored by the College of Education of the University of Arizona."

Dr. Manuel said that teachers of Spanish-speaking children need special training for working with academically retarded children because of the large proportion of Spanish-speaking students who are retained and the special difficulties which contribute to their slow progress.

Adalberto Guerrero (left)

From Juan A. Rosales came the recommendation that "an attempt should be made to have colleges and universities add to their teacher training curriculum subjects which will deal specifically with students of minority groups, but particularly with Spanish-surnamed individuals."

Other participants suggested preservice teacher education should include courses in teaching disadvantaged children and that teachers who will be teaching Spanish-surnamed students should do their practice teaching in bicultural situations.

"THE BASIC QUALIFICATIONS OF THE GOOD TEACHER OF SPANISH-SPEAKING CHILDREN are precisely those of other good teachers," stated Dr. Manuel. "The problem of this seminar is part of the general problem of staffing schools and differs only because of the special needs which the teacher of Spanish-speaking children must meet.

"If it were possible, all teachers in schools of the Southwest in which both Spanish-speaking and English-speaking children are enrolled should be bilingual. But this degree of language competence for all teachers is obviously impossible if other requirements are to be met. In many cases we shall have to compromise by providing teachers of Spanish who are expert in that language and acquainted in some degree with English and teachers of English who are expert in that language and acquainted in some degree with Spanish. The provision of competent teaching in both languages will often require a form of team teaching."

THE REQUIREMENTS FOR INSTRUCTORS IN BILINGUAL PROGRAMS were outlined by Dr. Andersson. In discussing team teaching, in which one teacher is primarily responsible for Spanish and another for English, he said that "each teacher should be able to understand the other language and should feel at ease in its presence."

Saying that the English-speaking teacher should be similarly qualified with respect to English, he listed the more important requirements of the Spanish-speaking teacher:

"(1) The Spanish-speaking teacher, in order to serve as a model, should speak Spanish authentically, naturally, and effectively. (2) He should have an up-to-date understanding of what language is and of the difference between a native language and a second language and between a second language and a foreign language.

"(3) He should understand how language is learned and be able to motivate children to learn language.

"(4) He should understand the interrelationship of language and culture and be a worthy representative of Hispanic culture.

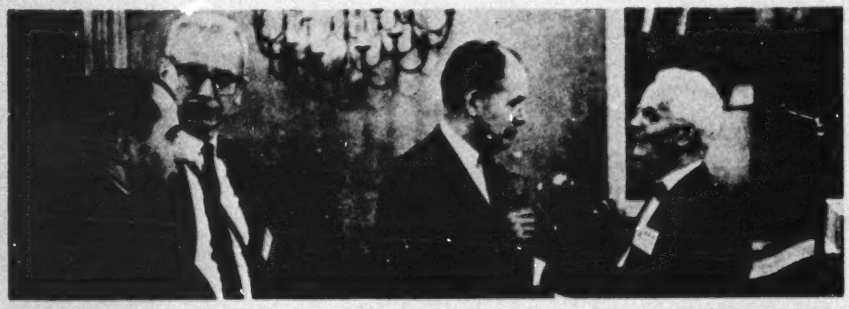
"(5) He should be an effective interpreter of the values in Hispanic and Anglo-American cultures and be able to cultivate a respect for both. (6) He should have a critical understanding of contemporary educational philosophy and skill in the best present-day classroom practices, involving methods, materials, experimentations, and evaluation."

Alfred Cordova, New Mexico NEA Board Member

NEW DEVELOPMENTS IN TEACHING which are needed to improve the education of Spanish-surnamed children were discussed by Dr. Manuel. "Although we know a great deal about the teaching of language, we are still uncertain as to the best way of teaching both languages together. We need additional experimentation such as my distinguished colleagues, Professors Andersson and Horn, and a number of others elsewhere are developing.

"Earlier school enrollment will change the situation radically for many children. It will require the development of materials and methods adapted to children of the lower ages. It will also require extensive revisions of the materials and methods which have been developed for Spanish-speaking children who have entered school, and who will continue to enter school, without these earlier learning experiences. Its impact will be felt throughout the elementary school.

"We should have a clear concept of the goals toward which we are striving. Perhaps we can all agree that one objective is the development of the maximum of the capacities of every child; but we may be ill-prepared to follow it through. It means the transfer of attention from groups to individual children. It means the preparation of teachers for an individualization of teaching which schools in general have never mastered."



Monroe Sweetland of the NEA Western Regional Office (holding glasses) talking to Dr. Herschel T. Manuel

"SPECIAL IN-SERVICE TRAINING PROGRAMS AND WORKSHOPS in regional centers must be provided by local systems, state departments of education, and colleges and universities to meet the specific needs of teachers already in the field," said Mr. Guerrero.

Many participants spoke of an urgent need for in-service training programs which would offer courses in linguistics, Hispanic history and culture, and minority group problems.

"NOW WE SEE THE PARTNERSHIP OF THE PEOPLE, THE LOCAL SCHOOL BOARDS AND THE STATES EXTENDING ITSELF TO . . .

Congressman Henry B. Gonzalez

. . . THE NATIONAL GOVERNMENT."

Joseph Bernal

"THERE ARE NUMEROUS FEDERAL PROGRAMS WHICH CAN BE USED TO CARRY OUT THE INNOVATIVE PROGRAMS necessary to meet the challenge of educating to the fullest extent the Spanish-speaking children of the Southwest," said Morris K. Udall, U. S. Representative from Arizona. Continuing, Congressman Udall named the important federal laws which make the programs possible: the Elementary and Secondary Education Act of 1965, the General Cooperation Research Act, the National Defense Education Act of 1958, the Higher Education Act of 1965, the Vocational Education Act of 1963, and the Economic Opportunity Act of 1964.

"THE FEDERAL GOVERNMENT MUST PLAY TWO ROLES in helping solve the problems of the Mexican-American child," declared Henry B. Gonzalez, U. S. Representative from Texas. "First, it must provide whatever support is needed to bring about the necessary innovations in teaching and teaching materials. The federal government must also provide the resources to see that *every* child in the Southwest gets a good education."

Left to right: Congressman Henry Gonzalez, Dr. A. Bruce Gaarder, Miss Maria Urquidez, Congressman Morris Udall

THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 provides funds for the development and operation of exemplary educational programs which can serve as models for emulation by other elementary and secondary schools, for research, and for significant educational services not otherwise available. For information, write to the U. S. Office of Education, Washington, D. C. 20202.

Under Title II, the ESEA also provides moneys for books and other printed and published teaching materials. Local schools can request these funds through the ESEA Title II coordinator in their state department of education.

THROUGH THE GENERAL COOPERATIVE RESEARCH ACT, funds are provided for research and development projects, interdisciplinary research and development centers, educational laboratories, and the training of educational researchers. Information about these activities can be obtained from the Bureau of Research, USOE.

THE HIGHER EDUCATION ACT authorizes grants to colleges and universities for the acquisition and use of laboratory and other special equipment to improve undergraduate classroom instruction in foreign languages. For information, write to the Division of College Facilities, USOE.

Through this act, colleges and universities can also obtain library resources in modern foreign languages. Application for these grants should be made to the Division of Library Services, USOE.

Under Title V of HEA, fellowships are awarded to experienced and prospective teachers for study in colleges and universities which have contracted with USOE to conduct fellowship programs. For a list of these institutions, experienced teachers should write to the Division of Educational Personnel Training, USOE; prospective teachers should write to the Division of Graduate Programs.

THE NATIONAL DEFENSE EDUCATION ACT makes possible a variety of programs which can be used to improve education for Spanish-surnamed children.

Funds can be obtained for research studies, and surveys related to instruction in modern foreign languages and for the production of specialized teaching materials. This program is also administered by the Bureau of Research, USOE.

Matching grants are made to local schools for the acquisition of teaching materials and equipment. Local schools can apply through the NDEA Title III coordinator in their state department of education.

The NDEA offers numerous fellowships and loans for experienced and prospective teachers and foreign language scholars. Information about these programs can be obtained from the U. S. Office of Education's Division of Graduate Programs or its Division of Foreign Studies, which also receives applications for grants and fellowships created by the Fulbright-Hays Act.

SEVERAL NDEA INSTITUTES FOR TEACHERS OF SPANISH-SURNAMED CHILDREN IN THE SOUTHWEST will be held this summer. Institutes in English for speakers of other languages will be held at Our Lady of the Lake College in San Antonio and at the University of Texas in Austin. The University of Arizona will hold an institute for teachers of Spanish to native Spanish-speaking students in Guadalajara, Mexico.

There are also a number of institutes for teachers of disadvantaged youth. Texas Southern University in Houston will be offering courses that concentrate on the problems that confront teachers and supervisors in the Southwest. Other institutes for teachers of disadvantaged youth will be held at California State, Chico State, Fresno State, San Diego State, and Pasadena State Colleges and at the University of Southern California.

Left to right: Senator Ralph Yarborough, Dr. Irvamae Applegate, Senator Joseph Montoya

A BILINGUAL AMERICAN EDUCATION ACT was introduced in the 90th Congress by Senator Ralph W. Yarborough of Texas on January 17. The other sponsors of this bill (S-428) are Senators Javits and Kennedy of New York, Kuchel of California, Montoya of New Mexico, Tower of Texas, and Williams of New Jersey. Following are excerpts from Senator Yarborough's introductory speech to the Senate:

"Mr. President, the time for action is upon us. I am introducing today the Bilingual American Education Act. Its declaration of policy reads as follows:

"In recognition of the special educational needs of the large numbers of students in the United States whose mother tongue is Spanish and to whom English is a foreign language, Congress hereby declares it to be the policy of the United States to provide financial assistance to local educational agencies to develop and carry out new and imaginative elementary and secondary school programs designed to meet these special educational needs.

"In addition to Mexican-American students, those of Puerto Rican descent would be eligible.

"Activities such as bilingual educational programs, the teaching of Spanish as the native language, the teaching of English as a second language, programs designed to impart to Spanish-speaking students a knowledge of and pride in their ancestral culture and language, efforts to attract and retain as teachers promising individuals of Mexican or Puerto Rican descent, efforts to establish closer cooperation between the school and the home, and other activities which meet the purposes of the bill could be carried out.

"Other provisions of the bill include the establishment of an advisory committee on the education of bilingual children and amendments to the National Defense Education Act to provide for the establishment of language centers for the training of teachers of bilingual children and summer institutes for teachers of bilingual children."*

A SOUTHWESTERN HUMAN DEVELOPMENT ACT was also introduced in the Senate on the same day by Senator Yarborough. Senator Montoya is the co-author of this bill (S-429). Introducing this legislation, Senator Yarborough said: "The bill authorizes $100 million to be used for programs of education, training, health, leadership, citizenship, and other programs designed to assist the Mexican-Americans of the Southwestern United States to overcome the special barriers they encounter so that through self-help they may achieve equality of economic opportunity with the rest of the population.

"The bill states that the programs 'shall be directed toward the elimination of poverty and the achievement of individual economic independence through cultural adjustment, the development of employment opportunities, improved human performance, motivation, and productivity, or the betterment of the conditions under which people live, learn, and work'."*

* These excerpts from Senator Yarborough's speech were taken from the *Congressional Record;* Vol. 113, No. 5.

"WE NEED A NATIONAL COMMISSION ON OUR LANGUAGE RESOURCES," declared Dr. A. Bruce Gaarder of the Office of Education. Dr. Gaarder told the Symposium that the federal role in the education of bilingual children should become a more positive, beneficial one. He said that our national policies of the past —indifference toward our continental language resources and insistence upon instruction in English in the territories—were well-meaning, but misinformed and destructive.

Citing Joshua Fishman, Dr. Gaarder continued, "The single greatest need seems to be for a strong statement of federal policy to the effect that the maintenance of all our nation's language resources is important and that any group that tries to maintain and develop these resources is serving the national interest. This would apply not only to Spanish, but also to Chinese, Russian, French, Polish, Ukranian, and at least 30 other languages spoken natively by groups of American citizens."

Dr. Gaarder said that in addition to such a commission, we need a national coordinating body. "The present federal programs of assistance to education provide ample support by which bilingual schooling could be developed. But projects, programs, proposals do not spring out of the bush. There's need for some kind of coordinating agency."

Congressman Udall recommended that the federal government—through its Office of Education—establish a clearinghouse for the dissemination of teaching materials, research findings, funding information, etc.

The idea of national and regional language organizations was enthusiastically endorsed by Dr. Andersson and many other Symposium participants.

"Bilingualism is part of the destiny of our country and...

"LOOKING THROUGH THIS INSTRUMENT, YOU CAN DETERMINE THE DOSAGE OF RADIATION YOU HAVE ABSORBED," explained Governor Samuel Goddard of Arizona, who is pictured above showing a dosimeter to the Symposium.

. . . part of the answer to the Atomic Age."

Governor Samuel Goddard

"In our society," he continued, "it's going to be our children who are going to determine whether we're going to exist through the atomic age—whether we're going to be able to adapt our technology to peaceful pursuits or whether we're going to have to carry dosimeters with us as a matter of common practice because everyone is afraid that the day will come when radiation will soak into us and into this earth.

"It's important that our children have the one defense that they can have in this age with pressures from without and the pressures of the immense leap of science. This is the age when every child must have the best education possible.

"Arizona is the land of 300,000 people of the Spanish tradition. It is the land of Benny Gonzalez, one of the most acclaimed architects in the country, and the first naturalized American ambassador, Raoul Castro, who represents our government in Costa Rica, and many, many others. How many there are that have not been able to go to school we know not, but we're determined that there be no more."

"BILINGUALISM IS IN THE OLD AMERICAN TRADITION OF TEACHING THE CHILD WHERE HE IS," declared Dr. Irvamae Applegate, president of the NEA.

"Our nation cannot afford to waste any resource which is available to the advancement of our country and the contribution it can make to the rest of the world. Therefore, we can no longer afford to let it happen that a group of our citizens cannot be in a position to make their full contribution.

"What could bilingualism mean?" Dr. Applegate asked rhetorically. "What could it mean to the development of a positive self-image among the children? What could it mean to us as educators in trying to find the way to do a better job of teaching boys and girls the skills they need for self-fulfillment? What could it mean to our foreign service? What could it mean for our participation in trade and industry? The answer is in your hands."

"THE SUPERIORITY OF TEACHING BILINGUAL CHILDREN IN THEIR NATIVE TONGUE was demonstrated in Dr. Gaarder's presentation of research evidence to the Symposium.*

"In Puerto Rico, in 1925," Dr. Gaarder reported, "the International Institute of Teachers College, Columbia University, made an extensive survey of education to determine the relative effectiveness of learning through English and learning through Spanish. It should be recalled that our government had made English the principal medium of instruction in the Puerto Rican schools. To test reading, arithmetic, information, language, and spelling, they used the Stanford Achievement Test in its regular English version and in a Spanish version modified to fit Puerto Rican conditions. Over 69,000 tests were given, and I can sum up the results in two sentences:

"(1) In comparison with children in the continental United States, the Puerto Rican's achievement through English showed them to be markedly retarded.

"(2) The Puerto Rican children's achievement through Spanish was not only considerably greater than their achievement in English, but also, by and large, markedly superior to that of continental United States children, who were using their own mother tongue, English.

Dr. A. Bruce Gaarder

"These Columbia researchers came to the following conclusion, one with extraordinary implications for us here:

" 'Spanish is much more easily learned as a native language than is English. The facility with which Spanish is learned makes possible the early introduction of content into the primary curriculum. Therefore . . . every effort should be made to maintain it and to take the fullest advantage of it as a medium of school instruction.'

"What they are saying is that because Spanish has a writing system which closely matches the sound system, speakers of Spanish can master reading and writing very quickly and can begin to acquire information from the printed page at an earlier age. There are no reading problems in Spanish-speaking countries."

* Copies of Dr. Gaarder's address, which includes additional research evidence can be obtained from the NEA-PR&R Committee.

Left to right: Mr. Samuel Ethridge, Senator Ralph Yarborough, Miss Maria Urquides, Dr. Irvamae Applegate, Senator Joseph Montoya.

Congressman Udall getting a cascarón from Maria Urquides

A BREAKTHROUGH IN BILINGUALISM was predicted by Congressman Udall. "I think we can make a breakthrough here that will point the way to solving problems that some of our other groups have. We see these same conflicts of language and culture in trying to do something for our Indian children, the Cubans, and the Puerto Ricans. I think we can perhaps point the way through the concerns that you people have had and the results of this conference."

"OUR NATION CAN NO LONGER INDULGE IN THE LUXURY OF LETTING ITS HUMAN RESOURCES GO TO WASTE!" declared Senator Joseph Montoya of New Mexico. "We must take advantage of what heretofore has been a disadvantage, turning a liability into an asset.

"The Spanish language and culture are tools we can give to English-speaking people today who tomorrow will have to deal increasingly with the Latin American world. The Spanish-speaking child, mastering the English language and partaking of the culture, will make a contribution that up to now has not been made.

"We must utilize the Spanish-speaking children's knowledge of their native language as a bridge to the rest of the Southwestern community. We must bring two distinctive cultures and languages together in our schools.

"Let us also provide vocational education for the tens of thousands of Spanish- and English-speaking children whose needs are not now being met so that tomorrow they may be the tradespeople and skilled performers that will help make our Southwest a desirable area for industry.

"Think of it—both heritages, both histories, and both languages producing tens of thousands of productive, stable, and capable personnel, utilizing the finest offered by both worlds."

CHILDREN WHO WERE FIRST MADE LITERATE IN THEIR NATIVE TONGUE read the official language with marked superiority to those who had studied through the official language only, reported Dr. Gaarder—describing a recent study made in Chiapas, Mexico, for the New York University School of Education.

"This study examined the hypothesis that children of linguistic minorities learn to read English with greater comprehension when all reading instruction is offered through English.

"The investigation involved 26 schools in Chiapas where the children speak languages of the Maya-Quiché family. Thirteen were federal or state schools in which all instruction was in Spanish. Thirteen were National Indian Institute schools in which literacy was developed in the mother tongue before being attempted in Spanish.

"The purpose of the study was to determine which group of schools produced the greater measure of literacy in the national language, Spanish. The evidence, incontrovertible in terms of statistical significance, is that the children who were first made literate in their native tongue read the official language, Spanish, with marked superiority to those who studied through Spanish only."

"POLITICS AND GOVERNMENT HAVE TAUGHT ME THE VALUE AND THE JOY OF A BILINGUAL CAPABILITY, and my travels in the six inhabited continents have confirmed that opinion," said Senator Yarborough.

"Hopefully, Spanish will furnish a bridge to all the Pan-American cultures. Within about 40 years, according to the state department projections, we expect the population of Latin America to be double that of the United States. Bilingualism can mean a better approach to national and international affairs. It can offer a broader base for understanding among all people. Bilingualism is no longer a luxury in this world; it is a necessity."

"EL BILINGÜISMO YA NO SE CONSIDERA COMO UN LUJO EN NUESTRA ÉPOCA; SINO COMO UNA VERDADERA NECESIDAD."

Senador Ralph Yarborough

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Since the purpose of these National Conferences on Civil and Human Rights in Education is to "light candles," it is our hope that those lighted during the Tucson Symposium will be an *iluminario* for the entire Southwest. There are, of course, numerous other lingual minorities throughout the United States, and it is also our hope that the Symposium and this report will help bring about a greater understanding of bilingualism—an important national issue.

SAMUEL B. ETHRIDGE, *Associate Secretary*
Commission on Professional Rights & Responsibilities

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